

**IDAHO ALTERNATIVE ASSESSMENT EXTENDED WRITING/EXPRESSIVE
COMMUNICATIONS
LANGUAGE ARTS CONTENT STANDARDS**

Extended Knowledge and Skills for Writing and Speaking

Language, the gateway to learning, provides our most powerful and readily available tool for students with disabilities to present themselves to the world as well as the world to them.

Not only a means of communication, language serves as the primary instrument of thought and is an unmistakable mark of personal identity. Encouraging and enabling students with disabilities to effectively use language, regardless of personal limitations, remains one of society's most significant tasks. When students with disabilities exit the educational system, they will be able to use reading, writing, listening, speaking, and viewing unique to them for personal use as members of society and as consumers, in the workplace, for recreation and leisure activities, and for lifelong learning.

This document contains language arts achievement standards expected for all students related to expressive communication—writing and speaking. However, to recognize and accept the differences of a small number of students with significant disabilities, extended knowledge and skills are presented as downward extensions of the standards. A *downward extension* means to look at a standard and the corresponding set of general education content knowledge and skills and apply the general or overall concept for students with significant disabilities.

Note: Alternate sample applications are examples of how a student might demonstrate performance of the alternate knowledge and skills. The lists of sample applications presented in this document are not exhaustive.

WRITING

Rational: Write to demonstrate skill and conventions according to purpose and audience.

Content Standard: The student will—	Extended Knowledge & Skills	Sample Applications
01. Understand and use the writing process.	W-4. Demonstrate the ability to identify objects, people, & events using an aided symbolic communication system.	a. Hold up a picture to “write” about a story that was read to them. b. Choose an object to make a “shopping list” when going to the store. c. Identify and/or answer questions about objects, people, events.
	W-5. Demonstrate the ability to use print, Braille, or picture-based vocabulary to label objects, comment, or convey ideas.	a. Match a printed word with a picture or object. b. Select a picture to “write” how the student feels. c. Create a picture “to do” list. d. Braille a shopping list.

Content Standard: The student will—	Extended Knowledge & Skills	Sample Applications
	W-1. Demonstrate the use of words, pictures, signs, or objects to create a message.	<ul style="list-style-type: none"> a. View a science video to enhance a concept (information). b. View the weather report and match symbol card (clothes, weather) with the outside picture Write/type letters or letter-like symbols of alphabet, names, numbers, etc. c. Write or create a sequence of objects/pictures/icons/ words for meaning. d. Use name/picture stamps. e. Create a message using assistive technology computer software program, e.g., Write Outloud or Co-writer.
	W-2. Identify and use appropriate vocabulary for audience & purpose.	<ul style="list-style-type: none"> a. Construct a shopping list using pictures, objects, or words. b. Use appropriate greeting for a postcard. c. Fill out an application for a job, apartment, checking account, etc. d. Select correct picture symbols for an activity, such as a science project in the general classroom during participation in a group project or completing an assignment. e. Use a braille for an activity, such as type name to sign a letter to grandma.
02. Write and edit for correctness and clarity.	W-6. Demonstrate the ability to use a variety of writing instruments and/or assistive technology to explore written words.	<ul style="list-style-type: none"> a. Scribbling, imitation writings. b. Draws a vertical, horizontal, or squiggly line. c. Use markers, pencils, crayons. d. Use switches, keyboards. e. Tracing. f. Copying.

Content Standard: The student will—	Extended Knowledge & Skills	Sample Applications
	W-3. Develop a message that incorporates a clear, focused idea that is appropriate to topic, audience, and purpose.	<ul style="list-style-type: none"> a. Use computer software programs such as Co-writer, Write Outloud, Keyrep, etc., to change (edit) a message. b. Change the choices of pictures on a communication board to indicate desired intent of a message. c. Construct a note or email for mom/dad. d. Write a thank-you note or friendly letter.
03. Write to inform and explain.	W-7. Demonstrate the ability to express multi-word sequences using print, pictures, or objects.	<ul style="list-style-type: none"> a. Write personal info. b. Write appropriate words or phrases. c. Use a variety of nouns, verbs, and adjectives in written expressions. d. Produce clear, meaningful sentences using pictures or objects, etc. e. Fill out a job application.
04. Write for literary response and expression.	W-8. Demonstrate the ability to respond to a story using pre-symbolic expressive communication.	<ul style="list-style-type: none"> a. Smile to indicate pleasure when looking at a picture story. b. Eye gaze toward the picture of a favorite character in a story. c. Respond positively to a physical cue for story time.
	W-9. Demonstrate the ability to respond to a story using symbolic written expressions.	<ul style="list-style-type: none"> a. Use a picture communication board to state a response to a question. b. Use story cards to retell a story. c. Write one word, phrases, or sentences to answer simple questions about a story. d. Write a sentence to answer a simple comprehension question.

SPEAKING

Rational: Use skills of speaking to effectively present information and present analysis of written or viewed materials.

Content Standard: The student will—	Extended Knowledge & Skills	Sample Applications
01. Speak to share understanding of information.	S-5. Initiate interaction with another person with or without assistance.	<ul style="list-style-type: none"> a. Blinking at a friend. b. Eye Gaze with the teacher. c. Vocalizing, e.g., needs to say “ppp” to get help. d. Activate switch for an interaction. e. Use a picture exchange during a task. f. Initiate a conversation with a peer. g. Request objects, help, activity, etc., using words, ASL, pictures, gestures, etc.
	S-6. Use a communication system to convey understanding.	<ul style="list-style-type: none"> a. Ask questions verbally or using a switch. b. Make choices when asked. c. Points to pictures to indicate snack choice.
	S-1. Deliver a message to communicate information.	<ul style="list-style-type: none"> a. Reach toward an object to indicate interest. b. Pat floor to indicate the continuation of an activity. c. Answer questions during class activities. d. Indicates he or she wants an activity to continue and/or stop. e. Verbalize a request for help, e.g., gives icon card for “I’m ready to work.”
	S-7. Use communication system to convey likes and dislikes or preferences.	<ul style="list-style-type: none"> a. Use PECS to decide which story they prefer. b. Use a communication board to identify which character he or she likes. c. Smile or vocalize when a book is read to the student. d. Use Dynavox (AAC device) to respond to interpretive or evaluative questions about a story.

Content Standard: The student will—	Extended Knowledge & Skills	Sample Applications
	S-2. Use communication systems for various purposes and audiences to communicate information.	<ul style="list-style-type: none"> a. Greet peers with a high five. b. Use a voice output device <i>to present a book report</i>. c. Make the choice to deliver a social studies report to peers using an augmentative communication device rather than using voice. d. Maintain conversations/interactions with peers. e. Invite a peer to participate in an activity of personal interest. f. Demonstrate appropriate interview skills.
02. Speak for literary response and expression	S-8. Appropriately express rejection or refusal.	<ul style="list-style-type: none"> a. Vocalization of no. b. Eye gaze or pointing of symbol/picture indicating yes or no. c. Use body language to indicate yes or no.
	S-9. Use communication system to convey a sequence.	<ul style="list-style-type: none"> a. Directions. b. Tell a sequence of a story. c. Talk about the steps in a recipe. d. Use pictures to tell about his or her day.
	S-3. Use communication system to share personal interests or knowledge of literary works.	<ul style="list-style-type: none"> a. Dramatize a selected song through voice and/or gesture. b. Recite nursery rhymes. c. Work with a peer on literary project. d. Select choice of literary material, e.g., book, tapes, videos, etc. e. Participate in a play.

Content Standard: The student will—	Extended Knowledge & Skills	Sample Applications
03. Speak for critical analysis and evaluation.	S-4. Use communication system to express opinions and preferences.	<ul style="list-style-type: none"> a. Use communication system to indicate preference of a food or drink. b. Use communication system to make a comment about an activity. c. Take turns while communicating during problem solving or when expressing an opinion. d. Maintain alertness while participating in a group activity. e. State which job you prefer and why. f. Identify that there is a problem and express preference in making an appropriate choice.